

Standard: 4000-03 **Phonological and Phonemic Awareness**_Students develop phonological and phonemic awareness.

Objective	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
4000-0301: Demonstrate phonological awareness.	Count the number of words in a sentence.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
		Count the number of syllables in words.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
		Count the number of syllables in a first name.					
	Identify and create a series of rhyming words orally (e.g., cat, bat, sat, ____).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
	Recognize words beginning with the same initial sound in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas.).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
4000-0302—4010-0302: Recognize like and unlike word parts (oddity tasks).	Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, <u>p</u> ig).	Identify words with same beginning consonant sounds (e.g., man, <u>s</u> at, <u>s</u> ick) and ending consonant sounds (e.g., ma <u>n</u> , sa <u>t</u> , te <u>n</u>) in a series of words.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained

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4000-0302—4010-0302: Recognize like and unlike word parts (oddy tasks). (Continued)	Identify the words with the same beginning consonant sound in a series of words (e.g., man, sat, sick) and ending consonant sound (e.g., man, sat, then).	Identify words with the same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
4000-0303—4010-0303: Orally blend word parts (blending).	Blend syllables to make words (e.g., /ta.../ble/, table).	Blend syllables to make words (e.g., /ta.../ble/, table).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
	Blend onset and rime to make words (e.g., /p.../an/, pan).	Blend onset and rime to make words (e.g., /p.../an/, pan).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
	Blend individual phonemes to make words (e.g., /s.../a.../t/, sat).	Blend individual phonemes to make words (e.g., /s.../a.../t/, sat).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
4000-0304—4010-0304: Orally segment words into word parts (segmenting).	Segment words into syllables (e.g., table, /ta.../ble/).	Segment words into syllables (e.g., table, /ta.../ble/).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
	Segment words into onset and rime (e.g., pan, /p.../an/).	Segment words into onset and rime (e.g., pan, /p.../an/).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
	Segment words into individual phonemes (e.g., sat, /s.../a.../t/).	Segment words into individual phonemes (e.g., sat, /s.../a.../t/).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained

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4000-0305—4010-0305: Orally manipulate phonemes in words and syllables (manipulation).	Substitute initial sound (e.g., replace first sound in mat to /s/, say <u>sat</u>).	Substitute initial and final sounds (e.g., replace first sound in mat to /s/, say <u>sat</u> ; replace last sound in mat with /p/, say <u>map</u>).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
	Substitute initial sound to create new words (e.g., replace the first sound in <u>mat</u> with letters of the alphabet).	Substitute vowel in words (e.g., replace middle sound in map to /o/, say <u>mop</u>).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
		Delete syllable in words (e.g., say baker without the /ba/, say <u>ker</u>).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
		Delete initial and final sounds in words (e.g., say sun without the /s/, say <u>un</u> ; say hit without the /t/, say <u>hi</u>).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
		Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say <u>tep</u> ; say best without the /t/, say <u>bes</u>).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained

